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AUTHOR Cohen, Joan; And Others
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ABSTRACT

Developed by individuals representing national and state organizations, parents, and consumer groups, this New Jersey guide presents information designed to assist local school districts in the provision of educational interpreting services for students who are deaf/hard of hearing. Introductory sections explain the guide's development and briefly review the history of interpreting. Next, federal legislation relevant to interpreting is reviewed, including: the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. The third section identifies specific roles and responsibilities of the interpreter, including participation on child study teams, in the development or review of a student's individualized education program, and in testing situations. The following sections discuss interpreter certification programs, components of a job description, recruitment, hiring, supervision, and professional development. Appendices include a list of frequently used terms, a list of interpreter training programs and referral agencies, and a list of 14 organizational resources. (Contains 18 references.) (CR)

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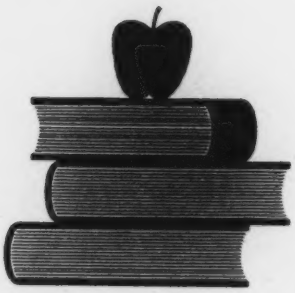
GUIDELINES FOR EDUCATIONAL INTERPRETING



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GUIDELINES FOR EDUCATIONAL INTERPRETING

Leo Klagholz
Commissioner of Education

Barbara Anderson, Assistant Commissioner
Division of Student Services

Barbara Gantwerk, Acting Director
Office of Special Education Programs

Kenneth Koehly, Acting Manager
Bureau of Program Development

Margaret Burke, Consultant for Students who are Deaf/Hard of Hearing
Therese Garavente Sheehan, Consultant for Students who are Deaf/Hard of Hearing
Bureau of Program Development

New Jersey Department of Education
240 West State Street
CN 500
Trenton, New Jersey 08625

October, 1994

PTM # 1296-00

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In 1992, the New Jersey Registry of Interpreters of the Deaf (N.J.R.I.D.) formed an educational interpreting committee in order to address the concerns of interpreters working in educational settings. As a result of their discussions, they approached the Department of Education in 1993 regarding the need for a technical assistance document which would assist local districts in the implementation of the related service of educational interpreting.

Several meetings were held throughout the past year between the consultants for the deaf and hard of hearing in the Office of Special Education and representatives from N.J.R.I.D., the New Jersey Association of the Deaf, and Parents for Deaf Awareness. As part of a collaborative effort, numerous drafts were written, re-written and edited by the group, with a focus on honoring the profession of interpreting and the various communication philosophies which exist in the field of the education of the deaf.

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New Jersey Registry of Interpreters for the Deaf

Linda Brattner
Joan Cohen, Chairperson
Dennis Joyce
Patricia Laskowski
Maureen McGuire

New Jersey Association for the Deaf

Philip Moos

Parents for Deaf Awareness

Nancy Rowley

New Jersey Department of Education

Margaret Burke
Therese Garavente Sheehan

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INTRODUCTION

Since the passage of Public Law 94-142 (currently the Individuals with Disabilities Education Act), there has been a significant increase in the educational placement options for students who are deaf or hard of hearing. For some students, the least restrictive environment is their neighborhood school, with support in their native language and preferred mode of communication, provided by an educational interpreter.

When a student uses a sign language interpreter, oral interpreter or a cued speech transliterator, there is often uncertainty about the implementation of interpreting services at the local district level. District personnel may be unfamiliar with the different communication philosophies, the qualifications an educational interpreter should possess, and the role of the interpreter in the educational setting.

In 1989, the National Task Force on Educational Interpreting published its report, Educational Interpreting for Deaf Students. The report was developed by individuals representing national and state organizations, parents and consumer groups concerned about the quality and availability of interpreting services for students who are deaf/hard of hearing. Since its publication, the report has served as a valuable resource for parents and educators.

In 1992, the New Jersey Registry of Interpreters for the Deaf formed a task force to address issues specific to interpreting in educational settings in New Jersey. The task force, which included members of the New Jersey Association of the Deaf, Parents for Deaf Awareness and the New Jersey Department of Education, Office of Special Education Programs, developed this technical assistance document to offer guidance to local educational agencies regarding educational interpreting as a related service for students who are deaf and hard of hearing.

This document has been designed to offer information on interpreting issues unique to the educational setting. The history of educational interpreting and the legal responsibilities of the local educational agencies will be outlined. Educational interpreting will be defined and the skills and expertise needed to implement this related service will be described. In addition, the role and responsibilities of the interpreter will be addressed.

Guidelines for recruiting, interviewing, and hiring are also provided. Resources at both the state and national levels and suggested educational materials are cited for additional assistance.

Throughout the document, the term "interpreter" is used to refer to sign language interpreters, cued speech transliterators and oral interpreters. Please note that the languages and/or communication systems associated with these titles differ. The generic term was used in this document since there are similarities in their roles and responsibilities in the educational setting. Please refer to Appendix A for definitions of these titles and to Appendix G for national organizations that can provide information regarding the communication philosophies.

HISTORY OF INTERPRETING

The profession of interpreting is a relatively new field. In 1964, a group of individuals attending a workshop on interpreting agreed to form a national organization, which was dedicated to developing and maintaining professional ethics and standards for all professional interpreters in the United States (Gannon, 1981). This organization, currently known as the Registry of Interpreters for the Deaf (RID), created the impetus for recognition of the profession.

When Section 504 of the Vocational Rehabilitation Act of 1973 was passed, it addressed the issue of interpreters for students who are deaf and hard of hearing at the postsecondary level. Interpreting issues unique to educational settings began to emerge. Prior to the passage of Public Law 94-142 (now known as I.D.E.A.) in 1975, the majority of students who were deaf or hard of hearing were educated in residential schools for the deaf or self-contained public school programs. However, once this legislation was implemented, educational interpreting as a related service at the elementary and secondary levels became an option for students who could be mainstreamed in their neighborhood schools with support. The increase in the type of educational program options heightened the need for guidelines for interpreters who may have been trained professionally, but did not possess educational experience.

With the various educational options also arose the need to address the variety of communication philosophies in the education of the deaf. As outlined in Appendix A, current philosophies include the aural/oral, total communication, cued speech, and bilingual/bicultural philosophies. The communication system used by the student dictates the type of interpreter needed. An oral interpreter may be needed for a student who has chosen an oral/aural approach using English as their primary language. A cued speech transliterator may be needed for a student who is proficient in English but needs a visual representation of speech. An American Sign Language interpreter may be needed for a student who uses American Sign Language as their primary language and mode of communication. A sign language transliterator may be needed for a student who uses the signs of American Sign Language in English word order.

While there is no educational interpreting certificate on the state or national level for any of these interpreting services, the unique circumstances of the educational setting warrant close attention. RID, with the Council on the Education of the Deaf, has developed model standards for educational interpreting certification in order to provide guidelines to state and local agencies pursuing qualified professionals to implement this related service. They are also currently working on an oral interpreting certificate. The Training, Evaluation and Certification Unit of the National Cued Speech Association offers a cued speech transliterator certificate. For additional information regarding the model standards, certificates or information about interpreting in general, contact RID at the address listed in Appendix G.

LEGISLATION RELEVANT TO INTERPRETING

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There are three main pieces of federal legislation which address the issues of education and related services for students who are deaf or hard of hearing: The Individuals with Disabilities Education Act (I.D.E.A.), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (A.D.A.). In this section, the citations pertinent to educational interpreting from each one of these laws are quoted. The legal responsibilities a local educational agency (L.E.A.) has in providing this related service to classified as well as nonclassified students in educational settings and nonacademic activities are outlined. Citations from New Jersey Administrative Code (N.J.A.C.) 6:28-1.1 et seq., which implements the regulations of I.D.E.A., are also provided, along with guidelines for L.E.A.s in providing interpreting services for parents who are deaf.

The Individuals with Disabilities Education Act: Interpreting Services for Students who are Classified

I.D.E.A. entitles students who are classified a free, appropriate public education in the least restrictive environment. In order to determine if a student is eligible, he/she must be identified to the child study team in the local district. N.J.A.C. 6:28 Section 3.2 on identification states:

> **"Potentially educationally disabled pupils considered to require services beyond those available within the regular public school program shall be identified to the child study team."**

Through child study team evaluations and meetings with parents, the student's need for special education and/or related services is determined. If a student with a hearing impairment is found eligible for special education and/or related services, he/she will be classified auditorily handicapped. The definition of auditorily handicapped in N.J.A.C. 6:28 is:

> **"an inability to hear within normal limits due to physical impairment or dysfunction of auditory mechanisms characterized by i and ii. i). The pupil is impaired in processing linguistic information through hearing, with or without amplification; and ii). The loss of hearing may be permanent or fluctuating and adversely affects the pupil's education."**

After the classification process, an individualized education program (IEP) is developed according to N.J.A.C. 6:28 Section 3.6 (a) and (b).

> **" (a) The individualized education program shall be written upon completion of the child study team's evaluation . . .**
>
> **(b) The individualized education program shall be developed with the participation of the parent(s) and members of the district board of education child study team who have participated in the evaluation and any additional**

persons required to attend the meeting according to N.J.A.C. 6:28-2.3 (h)."

Related services are to be addressed during the development of an individualized education program. For a student with a hearing loss, the IEP may include the related service of an interpreter. The federal regulation implementing I.D.E.A., 34 C.F.R. Section 300.16 defines related services as:

> **"transportation and such developmental, corrective and other support services as are required to assist a child with a disability to benefit from special education."**

N.J.A.C. 6:28 further defines related services for pupils with disabilities as:

> **"counseling for pupils, counseling and/or training for parents relative to the education of a pupil, speech-language services, counseling, school nursing services, transportation, as well as any other appropriate developmental, corrective and supportive services required for a pupil to benefit from education as required by the pupil's individualized education program."**

34 C.F.R. Section 300.17 defines special education as:

> **"specially designed instruction, at no cost to the parents, to meet the unique needs of the child with a disability, including (A) instruction conducted in the classroom, in the home, in the hospital and institutions and in other settings and (B) instruction in physical education."**

N.J.A.C. 6:28 Section 1.3 defines special education as:

> **"specially designed instruction to meet the educational needs of pupils with educational disabilities including, but not limited to, subject matter instruction, physical education and vocational training."**

Educational interpreting is a related service which would facilitate the communication process and support the student in any of the educational settings outlined in either the federal regulations or N.J.A.C.

Section 504 of the Rehabilitation Act of 1973: Interpreting Services for Students Who Are Not Classified

If a student with a hearing loss is not in need of special education and therefore is not classified, the student may be eligible for interpreter services under the mandates of Section 504 of the Rehabilitation Act of 1973. Section 504 states that no qualified individual who is handicapped shall be excluded from participation in, or be denied benefits of, any program receiving federal financial assistance. The implementing regulations for the act, 34 C.F.R. Part 104, define a "handicapped person" as:

> **"any person who (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment."**

When referring to public preschool, elementary, secondary or adult education, Section 104.3 provides a definition of a qualified handicapped person. A qualified handicapped person is an individual who is:

> **"(i) of an age during which nonhandicapped persons are provided such services,**
>
> **(ii) of any age during which it is mandatory under state law to provide such services to handicapped persons, or (iii) to whom a state is required to provide a free appropriate public education under section 612 of the Education of the Handicapped Act."**

When referring to vocational education, a qualified handicapped person is:

> **"a handicapped person who meets the academic and technical standards requisite to admission or participation in the recipient's education program or activity."**

It is important to note that a student does not have to be classified under I.D.E.A. in order to be considered a qualified handicapped person under Section 504. However, an L.E.A. must develop their own procedures for determining what is a qualified handicapping condition. Section 104.35, Evaluation and Placement, describes the preplacement evaluation, evaluation procedures, placement procedures and the reevaluation procedures an elementary and secondary program must follow.

> **"A recipient that operates a public elementary or secondary education program shall conduct an evaluation in accordance with the requirements of paragraph (b) of this section of any person who, because of handicap, needs or is believed to need special education or related services before taking any action with respect to the initial placement of the person in a regular or special education**

program and any subsequent significant change in placement."

If the student is evaluated by the district and found to be eligible under 504, then the district must develop a plan for the delivery and implementation of appropriate services.

In 34 C.F.R. Section 104.33, an appropriate education for a qualified handicapped individual is defined as:

> **"the provision of the regular or special education and related aids and services that (i) are designed to meet individual educational needs of handicapped persons as adequately as the needs of nonhandicapped persons are met."**

Section 104.34 further defines the academic setting. It states:

> **"A recipient to which this subpart applies shall educate, or shall provide education of, each qualified handicapped person in its jurisdiction with persons who are not handicapped to the maximum extent appropriate to the needs of the handicapped person. A recipient shall place a handicapped person in the regular education environment operated by the recipient unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily."**

A student who is classified under I.D.E.A. is also considered a qualified handicapped individual under 504 as noted in Section 104.3 (iii).

The Americans with Disabilities Act

The A.D.A. further expands the mandates of Section 504 of the Rehabilitation Act of 1973. Title II of A.D.A. addresses the responsibilities of public services and state and local governments, which includes L.E.A.s. The implementing regulation for A.D.A. is 28 C.F.R. : Nondiscrimination on the basis of disability in state and local government services. Section 35.160 specifically addresses the issue of communication. It states:

> **"(a) A public entity shall take appropriate steps to ensure that communications with applicants, participants, and member of the public with disabilities are as effective as communications with others.**
>
> **(b) (1) A public entity shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy the benefits of a service, program, or activity conducted by a public entity.**

(2) In determining what type of auxiliary aid and service is necessary, a public entity shall give primary consideration to the requests of the individual with disabilities."

With regards to interpreting, 28 C.F.R. Section 25.104 clearly states interpreting as an auxiliary aid.

"Auxiliary aids and services include:

(1) Qualified interpreters, notetakers, transcription services, written materials, telephone handset amplifiers, assistive listening devices, assistive listening systems, telephones compatible with hearing aids, closed caption decoders, open and closed captioning, telecommunications devices for deaf persons (TDD's), videotext displays, or other effective methods of making aurally delivered materials available to individuals with hearing impairments;..."

A local district should take into consideration the communication philosophy of the students and their choice of auxiliary aid or interpreter services based upon this philosophy. Section 35.160 (b) (2) states:

"In determining what type of auxiliary aid and service is necessary, a public entity shall give primary consideration to the requests of the individual with disabilities."

Extracurricular Activities

A student with a hearing loss may be entitled to interpreter services for extracurricular programs and activities.

The regulations for Section 504, 34 C.F.R. Part 104.37 specifically addresses nonacademic services. They state:

"(1) A recipient to which this subpart applies shall provide nonacademic and extracurricular services and activities in such a manner as is necessary to afford handicapped students an equal opportunity for participation in such services and activities.

(2) Nonacademic and extracurricular services and activities may include counseling services, physical recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the recipients, referral to agencies which provide assistance to handicapped persons, and employment of students, including both employment by the recipient and assistance in making available outside employment."

The need for interpreter services for these activities should be addressed during the development of the IEP and should include all activities for the school year.

Interpreting Services for Deaf Parents

Questions have also been raised regarding the L.E.A.'s responsibilities for providing interpreter services to deaf parents of hearing children. In a response to these concerns, the U.S. Department of Justice affirmed the L.E.A.'s responsibilities, relating them to compliance with the A.D.A.. In 56 Federal Register 35696 dated July 26, 1991, the following clarification was provided.

> **"Public school systems must comply with the A.D.A. in all of their services, programs, or activities, including those that are open to parents or to the public. For instance, public school systems must provide program accessibility to parents and guardians with disabilities to these programs, activities, or services, and appropriate auxiliary aids and services whenever necessary to ensure effective communication, as long as the provision of the auxiliary aid results neither in an undue burden or in a fundamental alteration of the program."**

Conflict Resolution

If the parent(s) or the local educational agency disagrees with any part of the identification, evaluation, classification or IEP processes, or if there is no consensus regarding educational interpreting as a related service, either party may request mediation and/or due process according to N.J.A.C. 6:28 Subchapter 2, Procedural Safeguards, and N.J.A.C. 1:6A, Special Hearing Rules.

For students who are protected by Section 504, mediation and due process are also available at the state level in accordance with N.J.A.C. 6:28 Subchapter 2, Procedural Safeguards and N.J.A.C. 1:6A, Special Hearing Rules.

Anyone may file a complaint regarding a suspected violation of federal or state statute or regulation related to special education by writing to the Director of the Office of Special Education Programs in Trenton. To request a complaint investigation under Section 504 or A.D.A., an individual may contact the Office of Civil Rights in New York City. For additional information, see Appendix G.

ROLES AND RESPONSIBILITIES

ROLE OF THE INTERPRETER

An educational interpreter is a professional who facilitates communication and understanding among students who are deaf, the school staff, and hearing students within an educational environment.

The educational interpreter may use American Sign Language, Manually Coded English, Cued Speech, and/or verbal English for communication between deaf, hard of hearing and hearing persons. The interpreter is trained to minimize linguistic and cultural barriers and should be considered a member of the educational team. Interpreting is a profession with national standards, a code of ethics or code of conduct, and role guidelines.

The primary role of the educational interpreter is to facilitate communication in various educational settings. These would include academic and elective classes, extra-curricular activities, meetings, assemblies, field trips, dramatic productions and other school-related activities. A job description (see page 28) should be developed to outline the specific role and responsibilities of the interpreter. If an interpreter has additional assignments, interpreting should always take precedence.

The educational team for a student who is deaf or hard of hearing may include teachers, administrators, the guidance counselor, child study team members, the speech-language specialist, parents and other related service providers (e.g., physical therapist, occupational therapist). As a team member, the interpreter can provide input regarding the interpreting process. This process includes the communication between the student and the interpreter, the student and his/her peers, and the student and staff members via the interpreter. In addition, the interpreter may discuss the student's use of the interpreter within various educational settings and the physical arrangements necessary to facilitate the interpreting process. For transition planning, the interpreter may identify the interpreting needs the student may have in post-secondary education settings and/or the workplace.

The educational interpreter may participate in the development or review of a student's IEP regarding interpreting services, scheduling, communication facilitation, cross-cultural communication and/or tutoring issues (Oregon Department of Education, 1991). If the interpreter will be participating in a meeting attended by the student, another interpreter should be present to interpret for the student. It is impossible for an interpreter to interpret effectively and provide input at the same meeting.

The child study team and parents will determine the communication system to be used based on several factors:

a. language/sign system currently being used by the student
b. student/parent preference
c. evaluation results
d. curriculum content (Oregon Department of Education, 1991)

The interpreter can describe the communication system used by the student to assist in this decision. The student may utilize American Sign Language, a form of Manually Coded English (e.g., Signed English) Cued Speech, or spoken English with speechreading. These choices are more clearly defined in Appendix A.

The language/sign system used by the interpreter should be specified in the job description. The interpreter should work in collaboration with the student's teacher(s) and therapists (e.g., speech-language specialist) to keep abreast of new English vocabulary and language usage which will be used in classes. This will ensure that the appropriate sign language vocabulary will be learned and utilized by both the student and the interpreter. The interpreter should continually monitor the effectiveness of the interpretation/transliteration, keeping in close contact with the child study team (CST) if any problems arise.

The interpreter may be called upon by staff, students or parents as a resource for information regarding deafness-related issues (e.g., sign language, interpreting, service agencies). The interpreter can be a source for general information; however, the student's case manager or speech-language specialist should have additional resources for more in-depth information. National, state and local agencies that provide services and information are listed in Appendix G of this document.

Job Title

The interpreter is a member of the school staff and should be treated as a professional. Care should be used when assigning the interpreter's title. As suggested by the report by the National Task Force on Educational Interpreting, the appropriate title is "Educational Interpreter."

When an educational interpreter is also hired as a tutor, the classroom teacher should have the direct responsibility of assigning the material to be reviewed with the student. The teacher also maintains full responsibility for direct instruction and assessment of the student's progress. The ease of communication between an interpreter and student is an asset to the tutoring situation, but the interpreter's background knowledge of the material being covered also needs to be considered. Furthermore, a clear distinction must be made between when interpreting services are being provided and when the interpreter is working as a tutor.

Interpreting in the Testing Situation

The educational interpreter may be asked to interpret during testing for initial identification or reevaluation of students who are deaf or hard of hearing. The evaluation procedures often include standardized testing in order to determine if a student is eligible for special education and/or related services. For standardized testing, a student who uses Cued Speech will need a Cued Speech transliterator. For a student who uses an oral interpreter during instruction, an oral interpreter may also be needed during testing. For a student who uses sign language, the use or an interpreter for standardized testing is not recommended. An evaluator who is fluent in sign language, or the preferred mode of communication, knowledgeable about appropriate tests for this

population, and familiar with the modifications necessary to achieve valid results should administer the tests. The evaluator should be able to develop a rapport with the student that otherwise would not occur if an interpreter is utilized.

If for some reason, an evaluation is administered with the use of a sign language interpreter, the following key points should be considered:

1. The interpreter should have experience and/or training in interpretation of standardized educational and/or psychological tests.

2. Many standardized tests are developed with norm groups that do not include children who are deaf or hard of hearing. An evaluator (e.g., a school psychologist or a learning disabilities teacher-consultant) should consult with educators knowledgeable about deaf education (not the interpreter) to determine if the tests are valid for these students.

3. Some signs may be iconic in context while others represent a number of synonymous English words. Also, some English words do not have single sign equivalents - they may be fingerspelled or represented by a group of signs. In some instances, using a sign would result in leading the student to the correct answer. Due to the nature of specific test items, the interpreter may not be sure when to use signs versus fingerspelling for a particular word. The evaluator should review test items with the interpreter prior to the evaluation to inform the interpreter of the meaning and intent of each item to ensure accurate interpretation.

3. The evaluator may also need to determine if adjustments should be made in testing for communication without compromising the test protocol or standardization. For example, directions for a particular task may be given in simultaneous signed and spoken English, but the student may not understand what is expected. The evaluator must determine if the student fails to respond because he/she did not know the answer or did not understand the transliteration. The evaluator may need to ask the interpreter to repeat the directions in the grammatical structure of American Sign Language (A.S.L.). An evaluator who has expertise in A.S.L. and testing should be consulted regarding this issue.

RESPONSIBILITIES OF THE EDUCATIONAL TEAM

In the educational setting, the teacher, the interpreter, the administrators, parents and the student all share in the responsibility for making communication successful. The child study team should collaborate with the teachers, interpreter, parents and student to identify individual responsibilities and ensure that everyone knows what to do as services commence.

Below is a listing of responsibilities that may be reviewed and selected by the educational team during planning. Appendix B includes a form and a sample that may be used by the team to list the responsibilities selected. This would be disseminated to all teachers, the interpreter, parents and the student, if appropriate, to ensure that everyone has the same goal(s) and expectations. A written document ensures consistency and provides a reference if communication problems occur. This should be viewed as a working document that can be modified as needed.

INTERPRETER RESPONSIBILITIES

Planning Issues

At the beginning of the school year, the interpreter should introduce him/herself to all of the teachers and staff with whom he/she will be working. Prior to the beginning of the school year or a new interpreting assignment, the interpreter should consider distance, lighting, background and angle in arranging seating in the classroom. A comfortable and effective arrangement should be agreed upon by the teacher, student and interpreter.

The interpreter may be positioned in one of four ways:

1. In direct line with the student and teacher, allowing the student to see both the teacher, the board or overhead screen, and interpreter by shifting gaze;

2. To the side, where the teacher is in the center of the room in the front, and the interpreter and student are in the front on the side;

3. Standing or seated near the student at a lab station or shop area (Moores, Kluwin and Mertens, 1985); and/or

4. Shadowing the teacher. For a teacher who uses the board and visual aids around the classroom for demonstration, the interpreter would follow the teacher to allow the student to see the teacher, interpreter and visual aid at the same time.

Interpreter responsibilities include the following:

* Participate in workshops at the beginning of the year, to explain the role and responsibilities of an educational interpreter.

* Request copies of texts to become familiar with vocabulary and language usage. Request that teachers allow the interpreter to preview videotapes they will be showing a week or two ahead of time. Request prior notification of guest speakers who will be visiting the class and the content they will be presenting.

* Become familiar with school and classroom rules, as well as teacher expectations for the student. Discuss the interpreter's responsibility for reporting misconduct or infractions.

* Become familiar with staff rules.

* Request information from the case manager regarding the student's medical problems that the interpreter, as a member of the staff, should know of in the event of an emergency.

* Follow the school protocol for informing administration of absences and notify the teachers in advance of any professional or administrative leave days which will be taken, if possible. This includes personal days or other professional assignments such as field trips or assemblies.

* Maintain a substitute interpreter folder which includes, but is not limited to:

  * class schedule
  * job description
  * emergency information
  * sign choices for vocabulary agreed to by student and interpreter
  * summary sheet for substitute interpreter's feedback about the day
  * standing/seating position(s)
  * special assignments
  * map of the school
  * mode of communication

Interpreting Issues

The interpreter is responsible to interpret all information including but not limited to:

  * teacher instruction
  * student(s) questions, comments and responses
  * public address announcements
  * videotapes/films/filmstrips
  * peer communication
  * noise that attracts the attention of hearing members of the class

* Interpret classes, lectures, films, trips, meetings and discussions in the language/mode used by all students and staff.

* Direct student's questions to the teacher and vice versa.

* Interpret tests as required. The educational team should determine if written directions and written questions should be interpreted.

* Attend in-service/training to build English and sign language vocabulary, language and interpreting skills.

Participation on the Educational Team

The interpreter is a valuable member of the educational team and can provide significant assistance in the following ways:

* Provide the educational team with input regarding language/mode used by student, the student's use of interpreter services and cross-cultural communication.

* Attend IEP meetings, as needed, as participant or interpreter - not both simultaneously.

* Discuss interpretation of written materials (e.g., directions) with teachers and child study team.

* Follow school guidelines as a professional staff member for reporting behavior incidents witnessed outside of the classroom.

Tutoring

Tutoring should be conducted under the direction of the classroom teacher, teacher of the deaf or resource room teacher. Materials and activities should be provided by the teachers. If tutoring a student is in the job description, the following responsibilities should be applied:

* Become aware of objectives for the specific subjects in the IEP.

* Provide information regarding student's progress to his/her teacher.

* Follow established guidelines for behavioral intervention while tutoring the student.

TEACHER RESPONSIBILITIES

Planning

The teacher plays a critical role in effectively implementing interpreter services. Planning activities include the following:

* Discuss with administration and the interpreter the interpreter's specific responsibilities as outlined in his/her job description.

* Introduce the interpreter to the class at the beginning of the year. Explain his/her role and responsibilities to the students.

* Review the IEP and become familiar with any special equipment and/or services used by the student (e.g., FM system, hearing aids, and/or notetaking).

* Discuss seating, lighting and acoustics with the interpreter to ensure that the student can see the interpreter and teacher, and that the interpreter can hear the communication in the classroom. These factors may vary for regular instruction, lab sessions and video presentations.

* Inform the interpreter of specific classroom rules.

* Provide the interpreter with copies of texts and supplementary materials to assist in preparation.

* Provide the interpreter with the opportunity to review weekly lesson plans so he/she may become familiar with topics and new concepts that will be introduced to the students.

* Obtain information from the case manager (e.g., a copy of the interpreter's role and responsibilities and related orientation materials) to include in the substitute teacher's file.

Instructional Issues

While the interpreter is responsible for facilitating communication, the classroom teacher maintains responsibilities for ensuring the student's comprehension of instructional material. The following instructional strategies are recommended:

* Use visual strategies for communicating important information such as writing assignments and test dates on the board, utilizing maps, graphs, overhead projectors, and/or other technology.

* Check for understanding during instruction directly with student.

* Direct questions regarding the student's academic progress to the case manager, teacher of the deaf and/or resource center teacher, not the interpreter.

* Direct questions regarding interpreting to the interpreter, privately or after class.

* Do not ask the interpreter to engage in tasks (e.g., running film projector) while communication is occurring in the classroom.

* Notify the interpreter and case manager if a problem arises regarding communication with the student.

* Notify the interpreter in advance when a videotape or audio tape will be used in class. Provide a copy of the tape, script or study guide to assist interpreter in preparation.

Participation on the Educational Team

As a member of the educational team, the teacher should:

* Participate in IEP meetings to provide information regarding strengths and weaknesses of the student and academic performance.

* Discuss testing modifications (e.g., interpreter will interpret oral and written directions for tests) with the educational team. Implement testing modifications that are outlined in the IEP.

* Participate in workshops regarding deaf culture, use of an interpreter and/or language issues.

* Maintain responsibility for discipline of all students in the class, including the student who is deaf or hard of hearing.

Tutoring

If tutoring is in the interpreter's job description, the classroom teacher, the resource room teacher and/or the teacher of the deaf are responsible for providing instructional materials, monitoring and evaluating tutoring activities. The teacher(s) is responsible to:

* Provide the interpreter with materials and activities to be completed during tutoring sessions.

* Communicate with other teachers regarding tutoring assignments.

* Outline procedures the interpreter/tutor should follow with the student when reviewing notes from a notetaker.

STUDENT RESPONSIBILITIES

It is a misconception that a student who is deaf or hard of hearing will automatically know how to use an interpreter. Students who need interpreters must learn how to use interpreter services as part of the educational process. Some students may need to be directed by the teacher and interpreter to attend to the interpreted information. They must also learn to distinguish between the teacher and the interpreter. Other students may be more familiar with utilizing an interpreter but may need assistance identifying their interpreting needs in various educational

settings. The list below can assist teachers, team members, interpreters and students themselves in identifying the individual student's responsibilities and interpreting needs.

Preparation

* Introduce yourself to the teachers and the interpreter at the beginning of the school year.
* Talk to peers who have previously used interpreters.
* Be aware that all information that is signed publicly will be stated in equivalent English by the interpreter.

Classroom Issues

* Participate in all classroom activities and complete assignments as directed by the teacher.
* Pay attention to the interpreter and teachers during class.
* Notify the interpreter if you will not be attending a class.
* If you do not understand something that the interpreter has signed, ask him/her to clarify or sign it again.
* Do not have personal conversations with the interpreter in the classroom while the teacher is teaching.
* Contact the teacher or case manager if a notetaker is needed.
* Ask the teacher to repeat directions if they are not understood.
* Discuss interpreting issues and/or concerns with the interpreter.
* Notify the teacher and the interpreter if seating, lighting or sound in the room is causing problems with communication.
* Follow the rules of the classroom.
* Tell the teacher if you are having problems with classwork and need tutoring.

Participation on the Educational Team

* Attend IEP meetings as appropriate to inform the educational team about your communication and educational needs.

* Help the interpreter develop a workshop for school staff and/or the student body on how to use an interpreter and ensure integration into the school community.

* Tell the teachers and the interpreter the communication preference for answering questions in class (e.g., using your own voice for answering questions and/or asking the interpreter to voice for you).

CASE MANAGER/ADMINISTRATOR

The child study team and administrators should determine who will be responsible for ongoing monitoring of interpreter services. This can be done by the case manager, director of special services and/or the principal. The interpreter should know to whom to report regarding supervisory issues and whom to address the issues regarding the interpreting situation.

The case manager/administrator should review this and other documents to become familiar with the purpose, role and responsibilities of an educational interpreter. An administrator knowledgeable about the needs of students who are deaf or hard of hearing will be able to assist teachers and students in integrating the student who is deaf into their classrooms. Administrative responsibilities are listed below.

Planning

The interpreter's supervisor and/or case manager will:

* Arrange for the student and the interpreter to meet prior to the beginning of the school year.

* Ensure that staff and students receive information and/or in-service training regarding the role of the interpreter, instructional strategies for working with a student who is deaf or hard of hearing and integration of the student into the school community.

* Organize sign language classes, cued speech classes or clubs as appropriate. Make available information for staff and students on deaf culture, cued speech, assistive technology (e.g., TTY, telecaption decoder), activities in the deaf community, where appropriate.

IEP Development

* Ensure that interpreter services are included in the IEP as a related service.

* Facilitate the IEP meeting and ensure parental and student (where appropriate) participation in outlining interpreter services in the IEP. If the student's interpreter will be a participant at the meeting, another interpreter may be needed to interpret for the student, parent(s) and/or staff.

* Ensure that services are implemented according to the IEP.

Instructional Issues

* Monitor interpreter services by communicating with the classroom teachers, student, interpreter and resource (or itinerant) teacher.

* Be available for conflict resolution.

PARENT RESPONSIBILITIES

Parents have an important role in educational planning for students who receive special education services. For students who will have the services of an educational interpreter, parents should participate in the language/communication mode selection and the determination of how and when services will be delivered. Opportunities for parental involvement are listed below.

* Participate in IEP development which may include adding interpreting as a related service.

* Participate in the determination of responsibilities of the interpreter, including choice of mode of communication or language.

* Confer with your child's case manager, and/or teachers, to monitor your child's progress.

* Discuss questions regarding interpreter services with the case manager or administrator.

* Provide the educational team with information regarding the communication modes and style your child uses at home and with peers.

* Request an interpreter for a parent-teacher conference if needed.

INTERPRETER COMPETENCIES

While there is currently no educational interpreting certificate issued by the State of New Jersey, the ideal candidates would be the following:

* Applicants possessing certifications from RID or the Cued Speech Transliterator Training, Evaluation and Certification Unit;

* Graduates from an accredited and recognized interpreter training program (see Appendix D for programs in New Jersey);

* Interpreters who have been screened and approved by the Division of the Deaf and Hard of Hearing (D.D.H.H.);

* Interpreters who possess experience interpreting in an educational setting.

There are various types of professional certifications which are offered by organizations serving deaf and hard of hearing individuals. The Registry of Interpreters for the Deaf (RID), which is a national organization, currently offers the following certificates :

1. **CI**- Certificate of Interpretation

2. **CT**- Certificate of Transliteration

3. **CI** and **CT**- Certificate of Interpretation and Certificate of Transliteration

4. **CLIP** - Conditional Legal Interpreting Permit

5. **CLIP-R** -Conditional Legal Interpreting Permit-Relay

RID is currently developing a certificate for oral interpreting. The written test will be available in 1994, but the performance test is not yet complete.

Some interpreters may hold RID certificates issued prior to the revision of the testing system in 1988. These may include:

1. **MCSC** - Master Comprehensive Skills Certificate

2. **CSC** - Comprehensive Skills Certificate

3. **OIC:C** - Oral Interpreting Certificate: Comprehensive

4. **IC/TC** - Interpreting Certificate/Transliteration Certificate

5. **TC** - Transliteration Certificate

6. **IC** - Interpretation Certificate

For additional information about other previously issued certificates, contact RID (See Appendix G for address and phone/TTY number).

Some students who are deaf or hard of hearing and communicate orally may also use cued speech to receive verbal information. Cued speech, which is a phonemically-based speechreading system, involves the use of handshapes and movement to represent speech sounds. The National Cued Speech Association is an organization which supports the use of cued speech. The association's Transliterator Training, Evaluation and Certification Unit (TEC Unit) offers a cued speech transliterating certificate (see Appendix D for address).

RID and the Council on Education of the Deaf have developed model standards for the certification of educational interpreters. They have included suggested options for the certification process, which might provide insight into the appropriate credentials of a candidate. These can be obtained from RID (see Appendix G).

JOB DESCRIPTION

Once the individualized education program is developed for a student who is deaf or hard of hearing, a job description should be designed for the interpreter who will be providing this related service. The job description will differ for interpreters, cued speech transliterators and oral interpreters. The following components should be included in each job description:

* the job title (e.g., educational interpreter, educational interpreter/tutor);

* the responsibilities the interpreter will perform;

* the system, (e.g., sign language system, cued speech or oral interpreting) which will be used by the interpreter in order to meet the student's communication needs;

* the credentials the interpreter should possess, particularly the level of proficiency in the communication system/language needed to match the students needs (See *Interpreter Competencies*);

* the grade level and the different educational settings where interpreting services will occur, including academic and elective courses;

* the extracurricular activities which may require the interpreter's services;

* the special school activities which may require interpreting services (e.g. field trips, assemblies, school plays);

* the related services where an interpreter may need to interpret (e.g. speech therapy, occupational and/or physical therapy, counseling sessions);

* any additional assignments the interpreter may have during time periods when they are not interpreting (e.g., tutoring, notetaking);

* the role of the interpreter with the child study team and the classroom teachers;

* the responsibilities of the interpreter in reporting information to the child study team;

* the salary and benefits the interpreter will receive, as well as additional compensation for interpreting for extracurricular activities;

* the length of the school day, including breaks and preparation periods, and

* Professional development activities and attendance at meetings.

Job descriptions will differ according to the age and grade level of the student (elementary, middle school or secondary) and the educational setting (regular education setting, self contained class, or therapy setting). The responsibilities of an interpreter will also vary depending upon whether the services are provided in a program for the deaf where there may be numerous support services, or in a regular education setting, where the interpreter is the only person providing support to a student who is deaf or hard of hearing.

If school administrators have limited experience in hiring educational interpreters, they may wish to contact one or more of the outside resources cited in Appendices E and G for assistance.

RECRUITING AND HIRING

RECRUITING

For assistance in locating and recruiting qualified interpreters, administrators may contact the national RID, interpreter preparation programs listed in Appendix D and the interpreter service agencies also listed in Appendix E. Local elementary, secondary, and postsecondary programs already educating students who are deaf and hard of hearing may also be helpful in identifying resources.

The American Annals of the Deaf, a journal dedicated to the education of students who are deaf and hard of hearing, updates state and national resources for this population each year in their April issue. This can be accessed through the State Library system in Trenton, NJ.

Local districts may also wish to advertise the position in local newspapers, the Monthly Communicator, which is published by the Division of the Deaf and Hard of Hearing (D.D.H.H.) in the Department of Human Services, and/or the N.J.R.I.D. newsletter. Please see Appendix G for contact information.

HIRING

Many administrators wonder how they can successfully interview a candidate for an interpreter's position when they are not fluent in the mode of communication appropriate for the student. The following suggestions for interviewing candidates will assist administrators in finding a proficient, qualified interpreter.

* On a consulting basis, employ an interpreter who is nationally certified through the Registry of Interpreters for the Deaf in the language/mode of communication you are seeking. This consultant should also have experience evaluating interpreters. A list of these individuals is available through the D.D.H.H. Referral Service. The consulting interpreter would be present during the interview process. The candidate should be asked to interpret a selected class of the grade level in which the deaf or hard of hearing student will be attending. The consulting interpreter can evaluate the candidate's skills to see if there is fluency and proficiency for the age and grade level needed.

* If no classes are in session, a video tape or an audio tape of the grade level and setting may be prepared and used during the interview process. Again, the consulting interpreter can evaluate the candidate's skill level and proficiency.

* A deaf person who has experience training interpreters and fluency in the preferred mode of communication may also be hired as a consultant to evaluate the candidate's skills.

* In each of the Learning Resource Centers in New Jersey (See Appendix G), there is a series of video tapes entitled "Sign Language Interpreters in the Public Schools". There is one video for administrators, providing information about the interpreting profession and the

process for recruiting interpreters. The National Technical Institute for the Deaf (N.T.I.D.) has also published videotapes relevant to educational interpreting (see Appendix G).

SUPERVISION

Supervision is an important aspect of professional development for all personnel, including interpreters. Interpreters should be aware of their immediate supervisor and given an evaluation schedule which will be followed during the school year. The administrator who is supervising the interpreter may wish to hire a consultant who is a certified interpreter to assist with the evaluation process. The consulting interpreter would determine the level of proficiency of the educational interpreter, identify strengths and weaknesses of the interpreter's skills, and recommend future professional development goals.

PROFESSIONAL DEVELOPMENT

According to the RID Code of Ethics, interpreters should "strive to further knowledge and skills through participation in workshops, professional meetings, interaction with professional colleagues and reading of current literature in the field" (Stuckless, et al., 1989).

The interpreter may wish to attend workshops throughout the year, participate in an interpreter support group or pursue additional coursework in communication systems. In addition, the interpreter may wish to attend district in-service workshops. This should be outlined in the performance objectives for the interpreter at the beginning of the school year. Please see Appendices E and G for resources available for professional development.

APPENDICES

APPENDIX A

Frequently Used Terms

American Sign Language - "a manual-visual language recognized as a separate, distinct language from English, with its own grammar, inflections and idioms. Space, facial expression, body movement/posture, direction of sign movement, and rate are essential when using A.S.L." (Florida State Department of Education, 1988, p.110).

Auditorily handicapped - "an inability to hear within normal limits due to physical impairment or dysfunction of auditory mechanisms characterized by i and ii below. Evaluations by a specialist qualified in the field of audiology and a speech and language evaluation by a certified speech correctionist or speech-language specialist are required.

> i. The pupil is impaired in processing linguistic information through hearing, with or without amplification; and
>
> ii. The loss of hearing may be permanent or fluctuating and adversely affects the pupil's education" (N.J.A.C. 6:28, p.42).

Code of Ethics - rules of behavior and responsibility developed by the Registry of Interpreters for the Deaf for the guidance of interpreters.

Cued Speech - a phonemically-based speechreading system which utilizes eight handshapes representing groups of consonant sounds and four locations about the face representing groups of vowel sounds. Combinations of these hand configurations and placements, synchronized with natural speech movements, make spoken language clearly visible and understandable to the cued speech recipient (National Cued Speech Association, 1993).

Deafness - "a hearing impairment of such severity that the individual cannot understand speech through hearing alone, even with the use of a hearing aid" (N.I.C.D., 1986, p.1).

FM system - a "frequency modulated" system, also called an auditory trainer, in which a speech signal is transmitted from a microphone via FM radio signals to an FM receiver. The system is often used in classrooms. The teacher wears a microphone and the student who is deaf or hard of hearing wears a receiver. With the microphone placed 4 to 6 inches from the teacher's mouth, the problem of distance between teacher and student is alleviated. The FM system should provide a signal that is 15-20 dB more intense than that arriving at the student's ear through his/her personal hearing aid(s). The FM system amplifies the teacher's voice above the background noise in the classroom (Ross, 1990, p. 99).

Hard of Hearing - one who is born with or acquires a hearing loss which may range from mild to severe unaided and whose speech and language, though imperfect, are learned through normal

channels. The pure tone average of 500, 1000, 2000 Hz is between 30 and 69 decibels, according to the American National Standards Institute (A.N.S.I.), in the better ear (Florida State Department of Education, 1988, p.71).

Hearing impairment - "a broad term covering all degrees and types of hearing loss. This term refers to a lack of or reduction in the ability to hear clearly due to a problem in the outer, middle or inner ear" (N.I.C.D., 1986, p.1).

Hearing Aid - "a miniature device that amplifies sound. It consists of a **microphone** which picks up sound waves from the air and converts them into electrical signals, an **amplifier** which increases the strength of the electrical signals, a **battery** which provides energy to operate the aid and a loudspeaker or **receiver** which converts the electrical signals back into sound waves" (N.H.A.S., 1988, p.11).

Interpretation - "the process of conveying a message from spoken English into American Sign Language or the process of conveying a message from American Sign Language in to spoken English" (Massachusetts Commission for the Deaf and Hard of Hearing and Massachusetts Department of Education, 1988, p.19) .

Interpreter - a professional member of the educational team who acts as a communication link between people who are deaf and others. The **educational interpreter** facilitates communication between students who are deaf and others, including peers, teachers, and other service providers within the educational environment. The interpreter uses American Sign Language, Signed English and spoken English, depending on the communication needs at the time (N.T.I.D., 1990, p. 7).

The **oral interpreter** transliterates the spoken message of a hearing person to a person who is deaf or hard of hearing by mouthing the statements of the speaker with clear enunciation. Rephrasing and paraphrasing to increase speech visibility and use of natural body language are used to assist in comprehension (Pennsylvania Teleconference Proceedings, 1993).

The **cued speech transliterator** transliterates the spoken message of a hearing person to a person who is deaf or hard of hearing by utilizing handshapes and hand positions which represent consonant and vowel sounds. Cued speech allows a person who is deaf or hard of hearing to see every spoken syllable that a hearing person hears (National Cued Speech Association, 1993).

Manually Coded English - "a manual communication system in which signs and fingerspelling are used in English word order with English grammatical structure. This includes Signed English, Signing Exact English, and other systems" (Florida State Department of Education, 1988, p. 110).

Pidgin Signed English - a variety of sign language that occurs when A.S.L. and English users interact with each other. It incorporates features (e.g., signs, grammatical constructs) of both languages, A.S.L. and English (Massachusetts Commission for the Deaf and Hard of Hearing and the Massachusetts Department of Education, 1988, p. 19).

Simultaneous Communication - a combination of some form of manually coded English and spoken English often used by teachers of the deaf in educational settings.

Total Communication - a philosophy in the field of education of students who are deaf which incorporates the use of speech, speechreading, residual hearing, sign language, fingerspelling, gesture, pantomime, reading and writing (Florida Dept. of Education, 1988, p.110).

Transliteration - the process of conveying spoken English into Manually Coded English or the process of conveying a message from Manually Coded English into spoken English. The transliterator attempts to retain the grammar and syntax of the original form (Massachusetts Commission for the Deaf and Hard of Hearing and Massachusetts Department of Education, 1988, p.20) .

APPENDIX B

ROLES AND RESPONSIBILITIES FOR EDUCATIONAL INTERPRETING

Student	Interpreter	Teacher	Case Manager

SAMPLE

ROLES AND RESPONSIBILITIES FOR EDUCATIONAL INTERPRETING

Student	Interpreter	Teacher	Case Manager
1. Participate in all classroom activities and complete assignments as directed by the teacher. 2. Review communication needs with the case manager and the interpreter. 3. Participate in workshops and IEP meetings. 4. Ask the teacher to repeat directions if they are not understood. 5. Notify the teachers and interpreter if seating, lighting or sound in the room is causing problems with communication. 6. Tell the teachers and the interpreter your communication preference for answering questions in class. 7. Tell the teacher if you are having problems with classwork and need tutoring. 8. Notify the interpreter if you will not be attending class. 9. Contact the teacher or case manager if a notetaker is needed.	1. Arrange comfortable and effective seating. 2. Participate in workshops explaining the role of the interpreter. 3. Review texts and educational materials which will be used in academic and special classes. 4. Become familiar with staff rules. 5. Maintain a substitute interpreter file. 6. Interpret all verbal and signed information including but not limited to teacher instruction, student questions, and peer communication. 7. Direct student's questions to the teacher and vice versa. 8. Interpret tests as required. 9. Interpret classes, lectures, films, trips, meetings and discussions in the language/mode used by the student. 10. Provide the educational team with input regarding language/mode used by the student, the student's use of the interpreter and cross-cultural communication.	1. Review IEP and become familiar with any special equipment used by the student. 2. Inform the interpreter of specific classroom rules. 3. Provide the interpreter with the opportunity to review weekly lesson plans so he/she may become familiar with the new concepts that will be introduced to the students. 4. Use visual strategies for communicating important information such as writing assignments and test dates on the board, utilizing maps, graphs, overhead projectors and/or other technology. 5. Check for understanding during instruction directly with the student. 6. Direct questions regarding the student's academic progress to the case manager, teacher of the deaf and/or resource room teacher, not the interpreter. 7. Direct questions regarding interpreting to the interpreter, privately or after class.	1. Arrange for the student and interpreter to meet prior to the beginning of the year. 2. Ensure that staff and students have information and training on hearing loss and the role of an interpreter. 3. Ensure that interpreter services are included in the IEP and implemented accordingly. 4. Organize sign language classes, cued speech classes or clubs (depending upon the needs of the student). Make available information for staff and the student's peers on deaf culture, cued speech, assistive technology, and activities in the deaf community, where appropriate. 5. Monitor the interpreting services by communicating with the classroom teachers, student, interpreter teachers, parent(s) and as needed. 6. Be available for conflict resolution.

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APPENDIX C

Code of Ethics

As in most professions, ethical guidelines are developed to help maintain a level of professionalism and proficiency in the field. This also holds true for interpreting. The RID (Registry of Interpreters for the Deaf) established a formal Code of Ethics in 1979; however, these guidelines were developed in a general sense for the entire field of interpreting. Since educational interpreting by its nature poses unique situations, adaptations may be necessary to meet the needs of both the interpreter and students in school settings.

The RID Code of Ethics are listed below followed by some suggestions for educational settings:

1. **"Interpreters/transliterators shall keep all assignment-related information strictly confidential."**

This would apply to communication between the interpreter and the students, the interpreter and other members of the staff and the interpreter and parents. As a member of the educational team, the interpreter may become involved in discussions at meetings regarding the communication style of the student, the student's and teacher's use of the interpreter and/or other interpreting issues. The interpreter has a responsibility to report problems with the interpreting issues to the teacher or case manager but must be careful not to infringe upon the trust between these parties by discussing conversations outside of the interpreting situation, critiquing, commenting on or inappropriately discussing the teachers' techniques, or the progress of the student.

At times, the student may request to talk with a teacher without the interpreter present. This wish should be respected. Conversations between students should also be confidential. Personal information about the student should not be shared by the interpreter.

An exception to the confidentiality policy within the educational setting would be if the interpreter had information that could be potentially harmful to the student who is deaf/hard of hearing, another staff member or another student. The interpreter has responsibilities as a member of the school staff. These responsibilities should be included in the job description and communicated to the student who is deaf/hard of hearing, his/her classmates, teachers and parents.

Interpreters and students often form close relationships. If a student begins to confide in the interpreter about social or emotional problems at school or at home, the interpreter should encourage the student to seek help with the appropriate school personnel. If the interpreter suspects that the student is having serious problems, the case manager or supervisor should be informed.

2. **"Interpreters/transliterators shall render the message faithfully, always conveying the content and spirit of the speaker, using language most readily understood by the person(s) whom they serve."**

It is the responsibility of the educational interpreter to interpret everything heard in the classroom or other environment. This includes lectures, discussions, announcements from the public address system, student-to-student discussions and whenever possible, any outside noise that may attract the attention of the hearing members of the class.

It is important for administrators, teachers and both hearing and deaf students to be aware of this so that they will understand that all verbal information at meetings will be interpreted for the student who is deaf. It may be necessary for the interpreter to remind participants of this frequently. It is also important for the student who is deaf to understand that unless he/she informs the interpreter that he/she will be engaging in a private conversation, the interpreter will interpret what is signed in equivalent spoken English.

The educational interpreter has the opportunity and the responsibility to become familiar with the content of the classes he/she will be interpreting. Reviewing texts, videotapes and other related materials prior to class when available is strongly recommended. Specific strategies for this are outlined in the *Role and Responsibilities* section.

It is important for the educational interpreter to be proficient in the language or system (e.g., American Sign Language, Signed English or Cued Speech) used by the student. If the student has difficulty understanding the mode/language selected, the interpreter has the responsibility to inform the case manager.

3. **"Interpreters/Transliterators shall not counsel, advise or interject personal opinions."**

Educational interpreters are not teachers or teacher aides and should not be responsible for disciplining a student. Behavior problems should be reported to the teacher. If the interpreter is having difficulty with the student, he/she should inform the case manager or supervisor.

4. **"Interpreters/Transliterators shall accept assignments using discretion with regard to skill, setting and the consumers involved."**

Educational interpreting occurs in highly diverse settings such as, the classroom, field trips, club meetings, sports activities, assemblies, labs, counseling sessions, etc.. It is therefore important for the interpreter to possess the skills necessary to facilitate communication in these diverse environments. The interpreter must become familiar with

the language used in each of these settings and prepare accordingly. There may be specialized vocabulary for each academic and vocational content area which the student must learn. As stated above, preparation (e.g.,reviewing subject area texts and videotapes) and consultation with the student regarding sign vocabulary is recommended.

5. "Interpreters/Transliterators shall request compensation for the services in a professional and judicious manner."

Educational interpreters are often contracted employees of a school district board of education. The interpreter is involved in negotiation for compensation and development of the job description. Interpreting beyond the school day should be discussed as part of contract negotiations in the event the student becomes involved in extra-curricular activities. This can be addressed through overtime salary, flexible scheduling or compensation time. This is also addressed in the *Job Description* section of this document.

6. "Interpreters/Transliterators shall function in a manner appropriate to the situation."

Whether interpreting in a physical education class, on a field trip, lecture or the senior prom, the interpreter needs to remember that he/she is a member of the school faculty and should conduct him/herself accordingly. As a faculty member, the interpreter may assume other responsibilities in the school such as club advisor or tutor. The interpreter should be qualified for responsibilities assigned. It is important to remember that the interpreter cannot interpret and carry out other responsibilities simultaneously.

7. " Interpreters/Transliterators shall strive to further knowledge and skills through participation in workshops, professional meetings, interaction with professional colleagues and reading of current literature in the field."

Interpreters should maintain and advance their skills in interpreting by attending workshops, conferences and professional meetings. The New Jersey Registry of Interpreters for the Deaf, the New Jersey Department of Education and the Interpreter training programs (e.g., Union County College and Camden County College) offer training activities on language, interpreting and issues specific to the educational setting.

An assessment of language/interpreting skills can identify training needs. If there is no one in district who can effectively do this, interpreters are encouraged to discuss the possibility of having an annual formal diagnostic assessment of interpreting skills with their supervisors. This should be completed by a skilled RID-certified interpreter who has training in diagnostics.

8. **"Interpreters/Transliterators, by virtue of membership in or certification by the RID, Inc., shall strive to maintain a high professional standard in compliance with the code of Ethics."**

Interpreters should ensure that their supervisors are familiar with RID and the professional Code of Ethics. This document can assist them in adapting the Code to the school setting.

APPENDIX D

Interpreter Training Programs

1. Camden County Community College
   Interpreter Training Program
   P.O. Box 200
   Blackwood, NJ 08012
   (609) 227-3445 V

2. Union County Community College
   Interpreter Training Program
   1033 Springfield Ave.
   Cranford, NJ 07016
   (908) 276-2600 V
   (908) 276-5072 TTY
   Contact: Eileen Forestal

3. City University of New York
   Interpreter Education Project

   Lehman College
   Bedford Park Blvd, W.
   Bronx, NY 10468
   (718) 960-8630 V
   (718) 960-8931 TTY
   Contact: JoAnn Kranis

   LaGuardia Community College
   31-10 Thomson Ave. C-204
   Long Island City, NY 11101
   (718) 482-5307 V/TTY
   Contact: Bonnie Singer

   College of Staten Island
   2800 Victory Blvd.
   Building 2A, Suite 201
   Staten Island, NY 10314
   (718) 982-2176 V
   Contact: Mary Mosley

4. Community College of Philadelphia
   1700 Spring Garden St.
   Philadelphia, PA
   (215) 751-8291 V/TTY
   Contact: Eve West

5. National Technical Institute of the Deaf
   Center for Sign Language and
   Interpreting Education
   Lyndon Baines Johnson Building
   52 Lomb Memorial Drive
   Rochester, NY 14623-5604
   (716) 475-6313 V
   Contact: Jean Wells

6. Northwestern Connecticut Community
   Technical College
   Interpreting for the Deaf Program
   Park Place East
   Winsted, CT 06098-1798
   Contact: Tammy Cantrell
   (203) 738-6390 V/TTY

7. Bloomsburg University
   Interpreter Training Program
   226 Navy Hall
   Bloomsburg, PA 17815
   (717) 389-4000 V

8. National Cued Speech Association
   Cued Speech Transliterator Training,
   Evaluation & Certification Unit
   (TEC Unit)
   1616 Parham Rd.
   Silver Spring, MD 20903
   (301) 439-5766 V/TTY

APPENDIX E

Interpreter Referral Agencies

1. **New Jersey**

   Division of the Deaf and Hard of Hearing
   Interpreter Referral Service
   CN 074
   Trenton, NJ 08625-0074
   (609) 984-7283 V/TTY
   Contact: Cathy Grehlinger or Kelly Mehos

2. **New York**

   New York Society for the Deaf
   817 Broadway, 7th Floor
   New York, NY 10003
   (212) 673-6500 V/TTY

   Sign Language Resources
   543 Rock Cut Rd.
   Walden, NY 12586-9704
   (914) 341-1144 V
   (914) 566-1417 TTY
   Contact: Mary MacLean or Kathy Pilus

3. **Pennsylvania**

   Philadelphia Referral Service
   Deaf-Hearing Communication Center Inc.
   310 Amosland Rd.
   Holmes, PA 19043-1216
   (215) 534- 5025 V/TTY

4. **Maryland**

   National Cued Speech Association
   Cued Speech Transliterator Training, Evaluation & Certification Unit (TEC Unit)
   1616 Parham Rd.
   Silver Spring, MD 20903
   (301) 439-5766 V/TTY

APPENDIX F

References

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APPENDIX G

Resources

ALEXANDER GRAHAM BELL ASSOCIATION FOR THE DEAF, INC.
Exec. Director-Donna McCord Dickman, Ph.D.
3417 Volta Place NW
Washington, DC 20007
(202) 337-5220 V/TTY
FAX (202) 337-8314

AMERICAN SIGN LANGUAGE TEACHERS ASSOCIATION
Contact: Lisa Herberger
814 Thayer Ave.
Silver Spring, MD 20910
(301) 587-4875 TTY only

DELAWARE VALLEY CUED SPEECH ASSOCIATION
4101 Kelly Drive
Philadelphia, PA 19129
(215) 951-0300 V

GALLAUDET UNIVERSITY
President-I. King Jordan, Ph.D.
800 Florida Ave. NE
Washington, DC 20002-3695
(202) 651-5000 V/TTY

NATIONAL CUED SPEECH ASSOCIATION
Exec. Director-Mary Elsie Dasey
1615-B Oberlin Road
P.O. Box 31345
Raleigh, NC 27622
(919) 828-1218 V/TTY

NATIONAL INFORMATION CENTER ON DEAFNESS
Director-Loraine DiPietro
Gallaudet University
800 Florida Ave., NE
Washington, DC 20002-3695
(202) 651-5051V
(202) 651-5052 TTY
FAX (202) 651-5054

NATIONAL TECHNICAL INSTITUTE FOR THE DEAF
Director-William E. Castle, Ph.D.
Rochester Institute of Technology
Public Information Office
One Lomb Memorial Drive
P.O. Box 9887, LBJ Building
Rochester, NY 14623
(716) 475-6400 V
(716) 475-2181 TTY
FAX (716) 475-6500

LEARNING RESOURCE CENTERS N.J. DEPARTMENT OF EDUCATION
North:
240 E. Harrison St.
East Orange, NJ 07018
(201) 414-4493 V

North Satellite:
322 American Road
Morris Plains, NJ 07950
(201) 631-6347 V

Central:
1404 Route 18
Old Bridge, NJ 08857
(908) 679-8252 V

South:
606 Delsea Drive
Sewell, NJ 08080
(609) 582-7000 V

N.J. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION PROGRAMS
Therese Sheehan and Peggy Burke,
Consultants for Students who are Deaf and Hard of Hearing
CN 500
Trenton, NJ 08625
(609) 633-6430 V (Therese)
(609) 292-4462 V (Peggy)
(609) 984-8432 TTY

N.J. DEPARTMENT OF HUMAN SERVICES
DIVISION OF THE DEAF AND HARD OF HEARING
Director: Richard Herring
CN 074
Trenton, N.J. 08625-0074
(609) 984-7281 V/TTY
(800) 792-8339 V/TTY

N.J. STATE LIBRARY FOR THE BLIND AND HANDICAPPED
Jane Hecker-Cain, Coordinator, Services for the Deaf and Hard of Hearing
2300 Stuyvesant Ave.
CN 501
Trenton, NJ 08625
(609) 633-7250 V/TTY

NEW JERSEY REGISTRY OF INTERPRETERS FOR THE DEAF
Stephen Toth, Jr., President
1030 Hamilton St.
Somerset, NJ 08873
(908) 745-4807 V

OFFICE OF CIVIL RIGHTS
Contact: Mr. Masterson
26 Federal Plaza
Room 33-130
New York, NY 10278
(212) 264-6618 V

REGISTRY OF INTERPRETERS FOR THE DEAF, INC.
Janet L. Bailey, President, CSC, SC:PA
8719 Colesville Road, Suite 310
Silver Spring, MD 20910-3919
(301) 608-0050 V/TTY
FAX (301) 608-0508

APPENDIX H

Bibliography of Educational Materials and Suggested Reading

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